

WISH Academy High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 7400 West Manchester Ave.
Los Angeles, CA ,
90045-2322

Principal: Kimberly Johnson,
Principal

Phone: (310) 743-6990

Grade 9-12
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Kimberly Johnson, Principal

Principal, WISH Academy High

About Our School



HIGH SCHOOL - DR. KIMBERLY JOHNSON

Thank you so much for your interest in our school! My name is Dr. Kimberly Johnson, and I'm proud to continue to serve as the principal of WISH Academy High School.

I've worked in many different learning environments. I can honestly say that WISH Academy High School is exceptional, thanks to our incredible faculty, staff, students, and families. From an engaging curriculum to an enthusiastic and collaborative team of educators, and an exceptionally curious and driven student body- we have a strong school culture and the best kids ever. At WAHS, each scholar is encouraged to reach their full potential with rigorous coursework that allows them to tap into their interests and talents while preparing them for college entry and success with whatever lies ahead. Our numbers speak for themselves, with a 100% graduation rate and a 100% college acceptance rate as of school year 2022-2023.

Our community is dedicated to providing our WAHS scholars with a rich, well-rounded educational experience, with the opportunity to engage in pathway courses aligned to their interests including the PLTW Engineering and BioMedical coursework, Visual and Performing Arts classes, and the Liberal Arts/Civics pathway courses. However, they are not limited to their pathway and are encouraged to explore any classes that pique their interest. Last December, VAPA, STEM, and Civics students participated in our Here Comes the 80's musical showcase, proving our teens are not simply outstanding scholars, but talented musicians as well.

WISH Academy also proudly participates in CIF sports with championship teams in Soccer, Volleyball, Basketball, Track & Field, Swimming, and Cross Country.

As a school, we are committed to inclusiveness, the development of social and ethical skills, and a belief that positive attitudes are created when scholars of various strengths, needs, beliefs, and backgrounds learn together. We are molding future leaders and changemakers, with students that aren't only learning about social justice, but promoting it.

We invite you to visit WISH to learn more about our unique and enriching programs.

Sincerely,

Dr. Kimberly Johnson

kjohnson@wishcharter.org

Contact

WISH Academy High
7400 West Manchester Ave.
Los Angeles, CA 90045-2322

Phone: [\(310\) 743-6990](tel:(310)743-6990)

Email: kjohnson@wishcharter.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net
School Contact Information (School Year 2023–24)	
School Name	WISH Academy High
Street	7400 West Manchester Ave.
City, State, Zip	Los Angeles, CA , 90045-2322
Phone Number	(310) 743-6990
Principal	Kimberly Johnson, Principal
Email Address	kjohnson@wishcharter.org
Website	www.wishcharter.org
County-District-School (CDS) Code	19647330135632

Last updated: 1/9/24

School Description and Mission Statement (School Year 2023–24)

Mission and Philosophy:

The WISH mission is to maximize every scholar's learning potential within an atmosphere of caring and belonging. The WISH instructional philosophy rests upon the concepts of hands-on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies will be tailored to meet individual development.

WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of theYear" by the US Department of Education In 2005. WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets - one of only 6 schools in the US selected for this auspicious designation.

WISH has also been asked to host "Promising Practices" seminars for district schools by the LAUSD.

Core tenets of the WISH model:

Optimal Class Size:

Collaboration and Co-teaching: Highly qualified, credentialed educators are partners in planning, teaching, and assessing each child. In addition to classroom teachers, teaching specialists support each grade level and move between classrooms to enrich learning opportunities. Music, Art, PE,

technology, and specialty teachers utilize a co-teaching model to increase adult-to-student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in weekly 30-minute debriefing sessions. At this time, staff members reflect on the day and share a success, challenge, and action plan for serving children better.

Differentiated Instruction: WISH empowers and inspires learners to reach their highest potential. With an emphasis on social-emotional learning, academic achievement, and a commitment to a whole scholar approach to learning using a variety of modalities, developing character, building technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

Parent Partnerships: The WISH Community Association (WCA) is comprised of parents, students, teachers, staff members, and community members. Working together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.

All Students Growing and Thriving: Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, technology, and differentiated instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

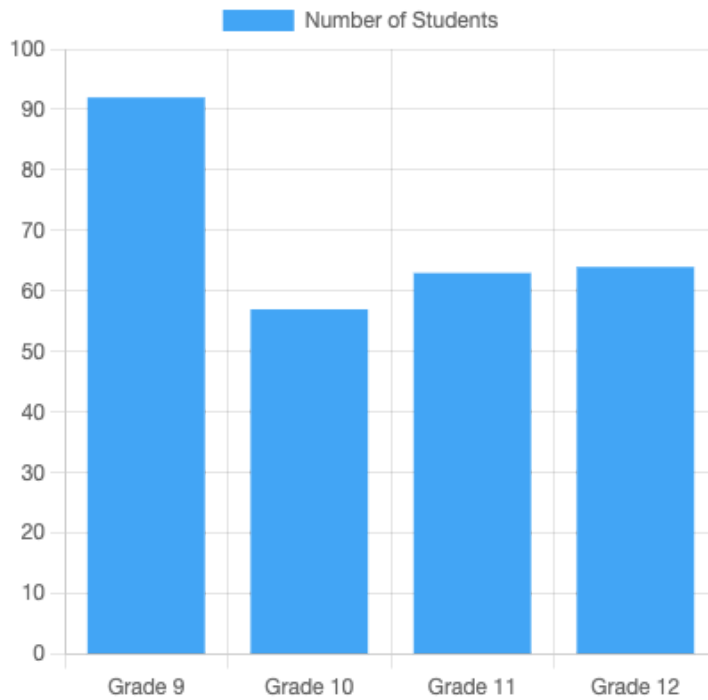
Affiliation with Loyola Marymount University's School of Education: WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School of Education is located in close proximity to the WISH campus. As part of our commitment to a whole-person approach to education, the WISH faculty and parent association work together to raise additional funds to ensure that all students receive high-quality art, and music instruction in voice and theory, physical education, and technology instruction.

"Tell me, I forget, Show me, I remember. Involve me, I understand." Chinese proverb WISH adheres to the idea that people learn best by utilizing the principles of the constructivist theory. Constructivism emphasizes an internal-oriented approach in which by asserting one's knowledge, as well as participating in the learning process itself, learning is constructed by learners' Interpretation of their own experiences. Learners benefit from working collaboratively in groups so that they can hear different perspectives and accomplish the learning tasks with the help of their peers and experts. Learning is an active process that is facilitated when learners are given chances to express and evaluate their own thinking

Last updated: 1/9/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	92
Grade 10	57
Grade 11	63
Grade 12	64
Total Enrollment	276



Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.30%
Male	54.30%
Non-Binary	0.40%
American Indian or Alaska Native	0.40%
Asian	5.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	33.30%

Student Group	Percent of Total Enrollment
Black or African American	40.60%
Filipino	1.10%
Hispanic or Latino	23.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.20%
White	21.40%

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	29.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	49.79%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	4.00	18.92%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	20.81%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	3.35%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	1.40	7.03%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	21.10	100.00%	27194.20	100.00%	274759.10	100.00%

WISH Academy educators are dedicated and highly trained. We work with each educator to ensure they meet state credentialing requirements as well as the high-caliber expectations we have as a school. Every student is entitled to a compassionate, passionate, engaging, and knowledgeable teacher leading their classroom.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	81.32%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.70	3.60%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	11.93%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.60	3.05%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	19.70	100.00%	27426.80	100.00%	279044.80	100.00%

WISH Academy educators are dedicated and highly trained. We work with each educator to ensure they meet state credentialing requirements as well as the high-caliber expectations we have as a school. Every student is entitled to a compassionate, passionate, engaging, and knowledgeable teacher leading their classroom.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	4.40	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	2.30

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.70	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	29.60%	18.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	37.60%	7.6%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

WISH Academy High School is a one-to-one device school with every student being provided a school-issued Chromebook. As such, WISH primarily engages online teaching materials and educational platforms for both core curriculum and support materials in all courses. Where textbooks are associated with our online curriculum, students have access to a class set of textbooks, with the online curriculum available to them at all times on their school-issued devices. Our online curriculum is outlined below with the textbook curriculum as appropriate.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Into Literature for ELA 9/10/11/12 Traditional/Honors Novel Studies English Language and Composition AP English Literature and Composition AP Renaissance - Freckle for verified data, internal assessments, and filling in learning gaps.	Yes	0
Mathematics	HMH Algebra 1 HMH Algebra II HMH Geometry AP Calculus AB AP Calculus BC Trigonometry/Pre-Calculus (Traditional/Honors/AP) Renaissance - Freckle for verified data, internal assessments, and filling in learning gaps.	Yes	0
Science	HMH Biology Traditional/Honors/AP Chemistry & Chemistry of Everyday Life	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Traditional/Honors, Conceptual Physics Traditional/Honors PLTW Intro to Engineering Design Traditional/Honors PLTW Principles of Biomedical Science Traditional/Honors PLTW Engineering Essentials PLTW Intro to Engineering Design?		
History-Social Science	BFW Publishing Government and Politics AP McGraw-Hill US History Traditional/Honors/AP HMH Modern World History Traditional/Honors BFW Publishing US Government Traditional/Honors McGraw Hill Economics Traditional/Honors?	Yes	0
Foreign Language	Savvas Spanish Auténtico Spanish 1 Somos Spanish levels for 2 - 4 Traditional/Honors TrueWays ASL for levels 1 - 4 Traditional/Honors	Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/10/24

School Facility Conditions and Planned Improvements

WISH Academy High School secures classroom space each year through Proposition 39. We currently co-locate on the Westchester Learning Complex which is an LAUSD site. WISH facilities are maintained and cleaned through maintenance and janitorial contracts with LAUSD staff. Staff regularly conduct site Inspections and spot-checks to identify safety hazards and ensure the facility remains in good repair. WISH reports all repair needs and service calls to LAUSD and the LAUSD onsite Plant Manager. WISH facilities staff diligently review classrooms and other public areas to maintain a professional, safe, and inviting environment for children to learn.

Last updated: 1/9/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	?Restrooms on the Westchester Learning Center site are incrementally undergoing a complete restoration. ?
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Good
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Last updated: 1/9/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

WISH Academy outperforms district and state in the area of ELA and is on par with district scores for Math. We are enhancing our math programs and support to continue an upward trajectory in our math scores as well as continuing to improve our ELA performance.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	61%	68%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	22%	29%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

**CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	60	95.2%	4.76%	68.00%
Female	24	23	95.83%	4.17%	69.57%
Male	39	37	94.87%	5.13%	67.75%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83%	4.17%	42.67%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	13	13	100.00%	0.00%	84.62%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	87.50%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	17	94.44%	5.56%	64.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	20	90.91%	9.09%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	60	95.24%	4.76%	28.57%
Female	24	23	95.83%	4.17%	13.64%
Male	39	37	94.87%	5.13%	38.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83%	4.17%	8.70%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	53.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	18	17	94.44%	5.56%	20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	20	90.91%	9.09%	5.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

WISH Academy outperforms both district and state scores in the area of Science.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	13.16%	31.03%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	61	96.83%	3.17%	32.79%
Female	28	27	96.43%	3.57%	22.22%
Male	35	34	97.14%	2.86%	41.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	26	24	92.31%	7.69%	12.50%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	16	16	100.00%	0.00%	43.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	38.46%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	20	95.24%	4.76%	20.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	21.43%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	87.80%

Last updated: 1/10/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	90%	87%	87%	87%	87%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

WISH Academy High School is a highly successful 9 -12 Independent charter school authorized by LAUSD. The WISH model is built upon 6 key tenets, one of which is our parent partnerships. WISH educators and WISH parents are equal partners in each child's educational journey, and WISH encourages all parents and guardians to be actively engaged participants in the learning process. Parents who are invested in their children's education and their child's school strengthen the educational experience and outcome for their children as well as bolster our school community.

ACADEMIC INVOLVEMENT: At WISH we support parent engagement in their child's academics through various digital platforms through which parents can find homework, test scores and grades, behavior reports, and attendance and remain continually informed of school activities and policies. Some of the platforms used regularly by WISH include BLOOMZ, CANVAS, SUITE 360, INFINITE CAMPUS, plus our own website (www.wishcharter.org) which we update regularly with pertinent information. WISH Academy also hosts

Academix Exhibition events each semester where students showcase their learning to the community. Additionally, we offer parent-teacher conferences each fall and spring, and all educational staff are available for additional support for parents and students via team meetings or data chats.

PARENT/CAREGIVER COMMUNICATIONS: All current parents and guardians also receive our weekly digital newsletter, the WISH Wise Weekly which highlights whole-school news, Important dates, events, and as well as grade-specific Information. WISH hosts a variety of events each year that parents are encouraged to attend to support the academic efforts of their scholars. These events include Back to School Night, Talent Shows, Academic Exhibitions, Parent-Teacher Conferences, Presentations of Learning, and Award Assemblies. WISH has taken strides In ensuring parents have full access to the various outreach methods we regularly use including hiring interpreters to ensure our digital platforms are fully understood and used effectively by our parent community. We have successfully implemented and are continuing to grow our Diversity and Inclusion committee whose objective is to ensure the Interests of all parents are represented in our WISH culture.

VOLUNTEERISM: WISH does not have requirements or expectations mandating volunteerism, all WISH parents and caregivers are highly encouraged to volunteer in a variety of areas at the school, both in the classroom and out of the classroom, with our students, or behind the scenes. We support the individual passions of our parents and Invite them to share their skills or expertise In those areas they are most enthusiastic to support. Parents are also encouraged to take on leadership roles within our School Board, our School Site Council, the WISH Community Association (WCA), and a variety of school committees. The WISH School Site Council consists of 12 members one-third of whom are parents elected to leadership positions. These open meetings allow parents to share information about WISH educational and social!-emotional programming and the goals, progress, and achievements of our Single Plan for Student Achievement, as well as discussions about and voting on how we will use our categorical funds. WISH guides the social-emotional development of our students through the RULER program, which was brought to our attention by parents. WISH Educators participated in the YALE training to ensure the full understanding and effective implementation of the program, providing parents with the language and tools of the program to provide consistency at home. WISH parents meet In grade-level groups regularly to share experiences and Improve their practice In school and at home.

To support COVID-19 protocols during previous academic years, WISH migrated many of our events to virtual platforms. We have resumed many of our events and meetings to take place in person, however, grade-level or grade-span-specific meetings, and our SSC meetings are still held in a virtual format. We've been grateful to see high attendance at these online events due to the greater accessibility and flexibility provided by ZOOM and Google Meets.

State Priority: Pupil Engagement

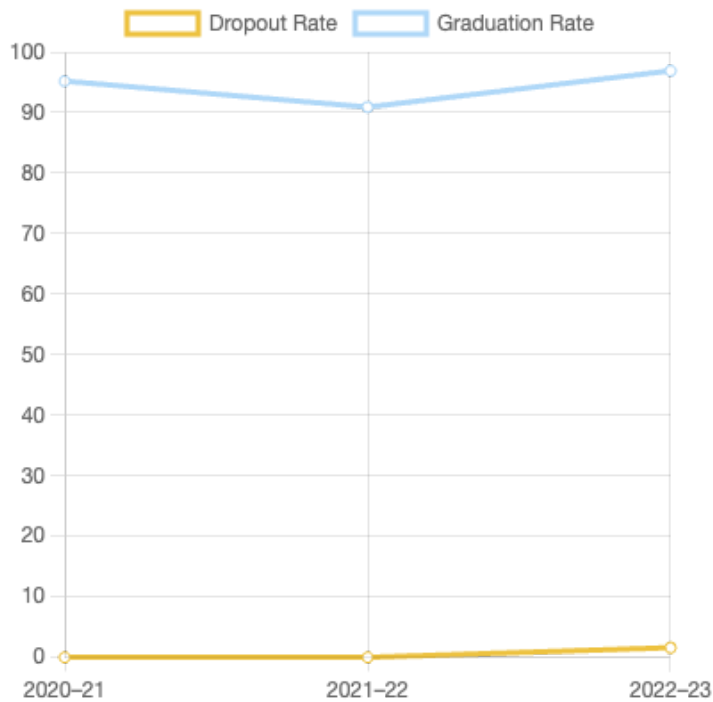
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	1.6%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	95.2%	90.9%	96.9%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	64	62	96.9%
Female	29	27	93.1%
Male	35	35	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	27	25	92.6%
Filipino	0	0	0.00%
Hispanic or Latino	16	16	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	13	13	100.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	30	29	96.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	17	17	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	293	286	65	22.7%
Female	132	129	30	23.3%
Male	160	156	35	22.4%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	15	15	1	6.7%
Black or African American	121	118	32	27.1%
Filipino	3	3	0	0.0%
Hispanic or Latino	70	67	15	22.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	21	20	3	15.0%
White	62	62	14	22.6%
English Learners	6	5	1	20.0%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	112	108	28	25.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	87	85	18	21.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

focus on PBIS = spcoa; emotiponal learning and rmoptional \intrelligence

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	1.16%	0.00%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

WISH Academy High School co-locates on the Westchester Learning Complex - an LAUSD campus. At the start of each academic year, our administration meets with our co-sharing administrators to create a safety procedure plan for all children who are learning on campus and share the emergency drill schedule for all administrators, staff members, and students to be prepared to participate.

WISH Academy has created and annually reviews and updates, a comprehensive Safe Schools Plan that incorporates procedures covering student health, safety, emergency plans and operations, learning plans, meal/food safety, etc.

Throughout the year, WISH Academy High School administrators and educators regularly run drills to prepare children for potential emergencies including earthquakes (drop and cover), emergency evacuations, and lock-down drills. WISH Schools also participate annually in the Great California ShakeOut. Emergency plans and practices cover all contingencies including evacuations and drills that occur during class time, yard time, and before and after school. Faculty and staff are assigned specific roles for emergencies including serving on a search and rescue team, manning the reunion and request gates, and accounting for each student and adult on campus. All adults with specific roles are easily identifiable by their emergency vests.

Additionally, as mandated reporters, all WISH staff are trained annually at the beginning of the school year to recognize and handle emergency situations relating to children's safety, including self-harm or other injuries, neglect, and medical scenarios such as seizures, anaphylaxis (epi-pen training) and CPR. Teachers, paraprofessionals, and office and support staff are well versed in how to manage situations where children's safety is a concern and are prepared to call emergency services (911), Didi Hirsch Mental Health Services, the Police Department, Children's Protective Services, and parents and guardians. These procedures are discussed regularly throughout the year as part of our Professional Development cycles

The WISH intention is to protect the health and safety of our students, staff, and families to the fullest extent possible while providing our students with academically excellent, joyful, and equitable learning experiences, meaningful and engaging instructions, and our continued commitment to a whole scholar approach to education and social justice through inclusivity regardless of whether we are inside or outside our school buildings.

Last updated: 1/10/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	10	
Mathematics	16.00	15	3	
Science	21.00	7	5	
Social Science	22.00	7	6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	19	3	
Mathematics	11.00	21	1	
Science	13.00	21	4	
Social Science	17.00	9	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	8	6	0
Mathematics	18.00	14	1	0
Science	20.00	10	5	0
Social Science	20.00	3	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	135

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.20
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.20

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

WISH Academy High School offers a full range of Educational Services to ensure all children reach their fullest potential - from gifted and talented to students with the most significant needs, WISH implements project-based learning opportunities for all students of all abilities and a variety of support services for students with needs. WISH's dedicated service providers include speech therapists, occupational therapists, physical therapists, and psychological and counseling services. WISH also provides academic Intervention for all At-Risk students using programs such as the Lindamood Bell Program for Reading and Comprehension, and Internal supports programs like summer school programs, tutoring, and independent study.

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

WISH Academy continues to develop our AP offerings by listening to our students and canvassing their interests in accelerated coursework. WISH continues to increase the number and variety of AP courses we offer and additionally support students' AP work outside of WISH.

Percent of Students in AP Courses 19.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	2
Social Science	2
Total AP Courses Offered*	8

* Where there are student course enrollments of at least one student.

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	24

Last updated: 1/9/24